



Coachford College

Assessment and Reporting Policy

1. General

1.1 Scope

This policy applies to all students, staff and parents/guardians of Coachford College. It was drawn up in consultation with all school partners.

1.2 Context

The Education Act (1998) requires schools to regularly evaluate students and periodically report the results of the evaluation to students and their parents/guardians. In fulfilling this requirement Coachford College has developed assessment and reporting procedures which provide an accurate account of students' progress and achievement. This Assessment and Reporting Policy plays a key role in striving to ensure that each student realises their full potential in a learning environment which reflects a culture of partnership between teachers, parents/guardians and students.

This policy has been devised in keeping with the school's Mission Statement and characteristic spirit. It should be read in conjunction with the school's Blended Learning Policy, Digital Literacy Plan, Acceptable Use of Technology Policy, Wellbeing Policy, Special Educational Needs Policy, Appropriate Behaviour Policy, GDPR, Data Protection Policy and CETB's data Retention Schedule. The policy serves to support the school's vision for excellence in teaching and learning as set out in Looking at our School: A Quality Framework 2016-2020, the vision for Junior Cycle, the NCCA's Assessment and Reporting Guidelines (2017), the NCCA 'Focus in Learning- Ongoing Assessment Toolkit', Guidelines for Wellbeing at Junior Cycle (NCCA, 2016 and updated 2021), School Self-Evaluation and the requirements of the State Examinations Commission. Coachford College's Mission Statement sets out the school's vision for the encouragement of the pursuit of excellence and the creation of an environment conducive to the highest standards of learning and achievement in a community in which mutual respect is shared in a positive environment, with student wellbeing is its core. This policy should be read in conjunction with the Coachford College *School Improvement Plan* as well as the documents named above.

The term 'assessment' refers generally to the gathering and interpretation of information related to a student's learning: abilities, attainments, strengths and needs. It is recognised at Coachford College that assessment plays an integral role in achieving the effective progress in students' learning. Assessment facilitates ongoing learning growth and improvement on the part of the student and teachers. It is recognised that assessment bridges the gap between teaching and learning and serves to motivate students, enabling and encouraging them to achieve their potential. Effective assessment helps teachers to identify early and ongoing interventions which are required to assist students in reaching their full potential.

1.3 Objectives

This policy aims to provide students, parents, guardians and teachers with guidelines and a context for assessment and reporting which will assist students in reaching a deeper understanding of their learning and take ownership for their learning goals.

1.4. Rationale

Coachford College recognises that students, teachers and parents/guardians need to have an effective learning-focused partnership to ensure the best possible outcomes can be achieved for all students. The quality framework Looking at Our Schools 2016, the *School Self Evaluation (SSE)* process and the distributed leadership facilitated by C0003/2018, all provide an opportunity to focus on continuous improvement in teaching and learning. Great emphasis is placed at Coachford College on setting purposeful, well planned assessment and reporting, which is designed to support and challenge each student towards reaching their full potential. Student voice plays an integral part in the school's assessment practices.

2. Purposes and Types of Assessment

2.1 Purposes of Assessment

Formative and summative assessment and reporting provides students with an opportunity to reflect upon and review their learning, and consolidate and apply the knowledge and skills with a view to moving forward successfully to the next stage of their learning.

1. It affords students an opportunity to work on their own initiative, implement ideas, and to take action and responsibility for their own learning, and to think critically and to problem solve.
2. Assessment in its many facets forms an integral part of the vision for Junior Cycle which gives priority to assessment as a formative process aimed at the demonstration of the Key Skills of Junior Cycle.
3. Assessment serves to re-inforce the Wellbeing Indicators which underpin all learning tasks, such as Responsibility, Connection and Resilience.
4. Formative feedback and reporting following assessment supports students in building a deeper understanding of their knowledge and skills, and the demonstration of same. It helps teachers to assess students' progress effectively, give formative feedback, acknowledge achievement and identify areas for improvement.
5. Assessment offers opportunities for students to develop their skills of self-assessment and peer assessment, and to evaluate their learning either alone or in collaboration with others.
6. Assessment and reporting provides parents/guardians with information on their child's progress at school.
7. It allows teachers to differentiate learning, allowing each student to reach their full potential.
8. Assessment fosters positive values such as self-discipline and an interest in learning in students which will benefit them throughout their lives.

9. Ongoing formative and summative assessment aids preparation for State Examinations.
10. It enables teachers to assess progress and adapt planning as required, to evaluate their student's learning needs, and to help identify high achieving, gifted and talented students
11. Assessment affords teachers an opportunity to evaluate teaching and learning styles and to review and change practice as required.
12. Assessment assists in monitoring a student's progress and provides information to inform the decisions which need to be made to provide for students' individual learning needs.
13. Assessment provides an evidence-based opportunity for teachers and parents/guardians to work in collaboration to achieve the best outcomes for students.
14. Assessment is utilised to help identify appropriate subject levels for subjects for State Examinations purposes.
15. Assessment helps to identify a student's eligibility for additional support and services and to inform consultations where necessary. Details may be shared with outside professionals or agencies to inform intervention as appropriate.
16. A common school-wide approach to assessment and reporting helps to ensure consistency and standards within each subject area;
17. Assessment may be used to establish baseline data for school self-evaluation purposes.

2.2 Types of Assessment

The following types of Assessment utilised to support learning at Coachford College:

- a) Formative Assessment;
- b) Summative Assessment;
- c) Classroom Based Assessments (CBA);
- d) Oral and Aural assessments in languages;
- e) Assessment Tasks;
- f) Project Work – Presentations, PowerPoints, ePortfolios, visual displays, posters;
- g) Practical Examinations in Home Economics, Art and Music, Wood Technology, Construction Studies and Engineering;
- h) Beep tests in P.E.;
- i) Coursework/Projects – Home Economics, History, Geography and Agricultural Science;
- j) Online assessments and learning reflections;
- k) Literacy and Numeracy tests, e.g. CAT4, WRAT, PADE and Differential Aptitude Tests (DATS).

2. Formative and Summative Assessment

This Policy recognises the importance of on-going assessment both formative (Assessment for Learning) and summative (Assessment of Learning) to support students' learning.

2.2.1 Formative Assessment

Formative assessment involves a range of strategies designed to give students, teachers and parents/guardians feedback about students' understanding of elements of their learning. It is an integral part of the learning process where information is shared with the learner on the quality of

learning. It is linked to Learning Intentions and Success Criteria and looks forward to the next stage of learning. The most common forms of assessment used at Coachford College are of a formative nature and take place daily in the classroom. Formative assessment takes place at the discretion of individual teachers who use it constructively for learning to take place. Timely feedback and constructive advice are vital components in this process. Where appropriate, teachers keep records of these assessments to provide an insight into students' progress over time and to fully inform the learning process. In line with the Framework for Junior Cycle (2015), 'Most of the assessment activities over the three years of Junior Cycle will be formative in nature'.

Effective formative assessment enables students to understand how to improve their work by:

- a) Helping them to understand the assessment criteria before they begin an assignment;
- b) Providing feedback on what they have done well and how they can improve;
- c) Comparing their work with examples of work that meet criteria for success;
- d) Recognising all the students' educational achievements;
- e) Supporting their development as independent learners with the capacity to identify how they themselves can further improve their learning;
- f) Encouraging peer-assessment and self-assessment;
- g) Encouraging self-reflection which enables the student to see where exactly they are and how they can improve on this;
- h) Moving the focus away from achieving grades and onto learning processes. This results in increasing self-efficacy and reducing the negative impact of extrinsic motivation, and
- i) Encouraging students to take responsibility for their own learning.

Classroom Practices

The following are key classroom practices and strategies needed for formative assessment which are adopted at Coachford College:

- a) A positive classroom culture and ethos, which encourages students to think and talk about their learning and which provides a safe place for open, honest and respectful discussion and student-teacher relationships with student voice at its core;
- b) Questioning skills (student to teacher/ teacher to student/ student to student), which stimulate thinking and reflection on learning and the explicit teaching of how to consciously reflect on what one knows and how to make an evaluative comment on it (Bloom's Taxonomy);
- c) Frequent identification and review of learning goals through teacher-directed discussion, clearly defining Learning Intentions and Success Criteria thereby empowering students and enabling them to take responsibility for their learning;
- d) A recognition and acknowledgement of the purpose and importance of collaboration between home and school in the student's learning process;
- e) Sharing Criteria for Success: Success criteria are co-created by teachers and students with specific activities in mind. They are discussed and agreed prior to the undertaking of an activity. Success criteria provide a scaffold and focus for students while engaged in the activity and are used as a basis for feedback and peer-/self-assessment.
- f) Peer Assessment and Self-Assessment: Teachers frequently oversee students as they assess their own or their peer's work, based on criteria for success. Following such methods, teachers encourage students to reflect on their work, write down how they can improve and assist them in achieving it.

- g) Homework: In line with the demands of specifications, syllabi and the school's Homework Policy, teachers set regular homework, comment on this homework, and make suggestions for improvement.
- h) Differentiated Learning: Assessment work may be differentiated to suit the needs and abilities of the individual, determined by individual teachers.
- i) Effective Questioning (using Bloom's Taxonomy);
- j) Assessment for Learning Strategies: Teachers utilise, where appropriate, varied formative (AFL) strategies in lessons, e.g. 'Show me' boards, traffic lights, etc.;
- k) Learning Intentions: Lessons are guided by learning intentions which are shared with students;
- l) Teachers at their own discretion share the learning intentions as appropriate for the lesson;
- m) Teachers 'check in' with the learning intentions at the end of lesson using AFL strategies to move students on in their learning, and
- n) Learning-to-Learn Programme, as set out in each student's Journal and is addressed as part of the curricular Wellbeing programme.

2.2.2. Summative Assessment

Summative Assessment is used to determine a student's level of performance on a specific task or at the conclusion of a unit learning. It refers to the Assessment of Learning, looking back on learning and aims to provide a summary of the achievements of the learner. It happens after the learning takes place. Information is gathered by the teacher and information is usually transferred into grade descriptors or marks. Comparison with performance of others may take place in the following formats:

- a) Class Tests: These forms of assessments are conducted at the discretion of the teacher on an end of topic basis. These formal tests are a vital component in providing feedback to students, teachers and parents/guardians, on the level of each student's attainment and learning in that specific subject area. Constructive feedback is given by teachers to students.
- b) End of Term Assessments: All students take formal house examinations to formally monitor their learning and help prepare them for state examinations. Subject departments give common assessments as far as possible. These assessments follow the SEC format as far as possible. Reporting of Junior Cycle summative assessment takes place through the JCPA. When the students receive their JCPA, their final grades consist of the following language: Distinction ≥ 90 – 100 Higher Merit ≥ 75 - < 90 Merit ≥ 55 - < 75 Achieved ≥ 40 - < 55 Partially Achieved ≥ 20 - < 40 Not Graded ≥ 0 - <20.
- c) Pre Examinations: These are held for 3rd and 6th Year students during Term 2. The purpose of these is to further prepare students for the Junior and Leaving Certificate examinations. The examinations comprise written, oral, aural and practical examinations as appropriate.
- d) Classroom-Based Assessments: Students undertake two CBAs facilitated by their teacher, generally one in Second Year and one in Third Year, in accordance with requirements set down by the NCCA and DE. Classroom-Based Assessments in all subjects are specified at a common level. The assessments associated with CBAs cover a broad range of activities. CBAs are undertaken by students within class time in accordance with the school's CBA calendar which is updated annually in keeping with the requirements of relevant DE circulars. On completion of CBAs, the CBAs are assessed by the

students' teachers, and the outcomes are reported to students and parents/guardians in the swiftest possible timeframe to ensure meaningful feedback and reporting. To support teachers in assessing students' Classroom-Based Assessments, teachers engage in Subject Learning and Assessment Review Meetings. At these meetings, teachers share and discuss representative samples of students' work and build a common understanding about the quality of their students' learning.

Students can achieve one of four grade descriptors (listed below) once teachers have conducted a Subject Learning and Assessment Review (SLAR) meeting in which students' work is moderated:

- Exceptional
- Above Expectation
- In Line with Expectations
- Yet to Meet Expectations

Where a descriptor for a Classroom-Based Assessment has not been given to a student due to the non-completion of a CBA, the term 'Not Reported' is used.

There is no appeal mechanism to the allocation of a student's grade descriptor.

The CBA Calendar

The scheduling/planning of CBAs is an important aspect of Junior Cycle assessment practices. The CBA calendar is designed collaboratively with student wellbeing at the forefront in order to avoid over assessment and to allow students to fulfil their potential in each CBA.

- Subject departments work together to distribute these classroom based assessments as broadly as possible across the school year.
- Where applicable, some subject departments may opt to use their CBA as an end of term exam in order to prevent over assessing our students.
- The CBA calendar is reviewed by subject departments on an annual basis in order to improve assessment practices.
- The CBA calendar may be subject to change as the year progresses.

e) **Assessment Task:** Assessment Tasks are completed in class under the supervision of the teacher. Assessment Tasks are returned to the State Examinations Commission and are marked as part of the final Junior Cycle examination. Marks for the Assessment Task in each subject will be incorporated into the calculation of the grade for that subject by the SEC. A separate Assessment Task is not required in practical subjects where there is a practical examination.

f) **Transition Year Assessment:** TY students take Class Tests: These forms of assessments are conducted at the discretion of the teacher on an end of topic / module basis. These formal tests are a vital component in providing feedback to students, teachers and parents/guardians, on the level of each student's attainment and learning in that specific subject area. Constructive feedback is given by teachers to students after the end-of-module assessment. The Maths department may facilitate two formal in-house exams, at Christmas and Summer with results included in the Module 3 and 6 reports.

g) Other: Orals/Aurals, etc.

- All Senior Cycle students have an aural exam at Christmas and Summer of 5th Year and at Christmas of 6th Year. In French, students take an oral examination in summer of 5th Year and Christmas of 6th Year. These are formal oral exams where teachers interview students outside of class time. It does not include the day-to-day oral work done in the classroom.

- In Junior Cycle there is no formal oral examination. Oral competency is assessed on an on-going basis in the classroom. Oral presentations allow students to practice their language skills. All Junior Cycle students take an aural exam as part of the Summer Assessment. 3rd Year students also have an aural exam at Christmas.

h) Literacy and Numeracy tests, e.g. NGRT, CAT4, WRAT5, WIAT-111-uk-T, PPAD-E, DASH and Differential Aptitude Tests (DATS). Set out rationale, etc.

The reading ability of incoming 1st years is assessed using **NGRT - New Group Reading Test and/or PAD-E is used to** assess the reading ability of students through a series of close tests. The end result provides a standard score and reading age for each student.

CAT4 (Cognitive Abilities Test)- 1st term of 1st year - Standard scores are given in four areas of learning Verbal, Non-verbal, Quantitative and Spatial. This test helps to identify those struggling students not already identified.

PPAD-E This test was created by NEPS in conjunction with the ERC. PADD-E is designed for administration during the first term of 1st Year. This provides baseline scores of all 1st Year students in reading, spelling, reading speed, reading comprehension and handwriting. At present this test is not accepted for the purposes of Reasonable Accommodations in the Certificate Examinations (RACE). It is used to identify students who may be struggling in school due to a literacy difficulty.

WIAT-111-UK - summer term of 2nd Year. This test is used to screen the spelling and reading ability of those students applying for RACE. All 2nd Year students undergo a spelling assessment. Those meeting criteria undergo further testing and/or analysis of written scripts. WIAT-111-uk assesses Word reading, spelling, reading comprehension. This test can also be used to assess a student for eligibility for DARE in 6th year.

WRAT5 - This is very similar in use to WIAT-111-uk. It is used to avoid over testing with one kit. WRAT5 is used to assess students to determine eligibility for exemption from Irish. These tests are sometimes interchanged depending on the situation which presents. Usually this is done to avoid over-testing or having an acceptable time lapse between tests. This test can also be used to assess a student for eligibility for DARE in 6th year.

DASH - This is a handwriting assessment. It is used to determine handwriting speed for the purposes of RACE. It helps to identify students who may have handwriting difficulty, either in speed or quality.

3. Range of Assessment Experiences

3.1 First Year

The range of First Year assessment experiences include:

- Homework which may include written, oral, aural, reading, project or portfolio work is assigned regularly, as per Homework Policy;
- Assessment for Learning (AfL) strategies with the purpose of progressing student learning to the next stage;
- Formative feedback from teachers both verbal and written feedback, which may include comments and/or grades;
- CAT4 and PAD-E assessments;
- The Wellbeing Unit of Learning covers study skills, a good homework routine, organisation skills and time management skills to prepare students for summative and formative assessments, and
- First Year students and their parents/guardians receive detailed reports via VShare, bi-annually, in January and June following the completion of Christmas and Summer house examinations.

3.2 Second Year

The range of Second Year assessment experiences include:

- Homework which may include written work, oral presentations, research, aural, reading, project or portfolio work is assigned regularly;
- Assessment for Learning (AfL) strategies with the purpose of progressing student learning to the next stage;
- Formative feedback from teachers both verbal and written feedback including comments and/or grades;
- Second Year students complete a spelling test and a writing test in English and History to assess whether they may qualify for RACE Accommodations;
- Except for in the case of Gaelige, students complete the first classroom-based assessment in 2nd Year.
- Second Year students and their parents/guardians receive detailed reports via VShare, bi-annually, in January and June following the completion of Christmas and Summer house examinations.

3.3 Third Year

The range of Third Year assessment experiences include:

- Homework which may include written work, oral presentations, research, aural, reading, project or portfolio work is assigned regularly;
- Assessment for Learning (AfL) strategies with the purpose of progressing student learning to the next stage;
- Formative feedback from teachers both verbal and written feedback including comments and/or grades;
- Development of the eight Key Skills of the Junior Cycle;

- WRAT4 and CAT4 are completed to support RACE applications where required (The WRAT4 is a norm referenced test that measures the basic academic skills of word reading, sentence comprehension, spelling and maths computation);
- Completion the practical components in certain subject areas;
- Completion of the second Classroom-based Assessment (CBA);
- Complete of the Assessment Task, and
- Third Year students and their parents/guardians receive detailed reports via VShare, bi-annually, in January following the completion of Christmas and following the completion of their 'Pre' examinations.
- Completion of Junior Cycle examinations in June.

3.4 Transition Year

The range of Transition Year assessment experiences include:

- Homework which may include written work, oral presentations, research, aural, reading, project or portfolio work is assigned regularly.
- Assessment for Learning (AfL) strategies with the purpose of progressing student learning to the next stage.
- Formative feedback from teachers both verbal and written feedback including comments and/or grades.
- Project work in preparation for the world at work, and leaving cert subjects
- TY students and their parents/guardians receive detailed reports via VShare, at the conclusion of each of the 6 modules after each 5th week period. Maths get their report at Christmas and June following the completion of Christmas and Summer TY Maths examinations

3.5 Fifth Year

The range of Fifth Year assessment experiences include:

- Homework which may take the form of written work, oral presentations, research, aural, reading, project or portfolio work is assigned regularly;
- Assessment for Learning (AfL) strategies with the purpose of progressing student learning to the next stage;
- Formative feedback from teachers both verbal and written feedback including comments and/or grades;
- Project work for Leaving Certificate subjects;
- WRAT-IV and CAT-IV for RACE applications as required, and
- Fifth Year students and their parents/guardians receive detailed reports via VShare, bi-annually, in January and June following the completion of Christmas and Summer house examinations.

3.6 Sixth Year

The range of Sixth Year assessment experiences include:

- Homework which may take the form of written work, oral presentations, research, aural, reading, project or portfolio work is assigned regularly;
- Assessment for Learning (AfL) strategies with the purpose of progressing student learning to the next stage;
- Formative feedback from teachers both verbal and written feedback including comments and/or grades;
- Engage in a range of informal assessments;
- Completion of Pre-Examinations in Term 2 to include written, oral, aural and practical assessments, as appropriate.
- Completion of project or practical coursework for Leaving Certificate as per SEC requirements.
- Completion of the Leaving Certificate examinations in June.
- Sixth Year students and their parents/guardians, as appropriate, receive detailed reports via VShare, bi-annually, in January following the completion of Christmas and following the completion of their 'Pre' examinations. Leaving Certificate results are issued in accordance with SEC arrangements.

3.7 Blended Learning and Assessment

Formative assessment is used across all year groups to evaluate students' progress on a daily basis, for example Google form Quiz, Kahoot, Nearpod, self-evaluation forms, exit tickets, etc.

Across Junior Cycle, assessment through blended learning is mainly project based. Students create slideshow presentations, oral recordings, videos, podcasts which provide them with a way to showcase their learning. This formative assessment leads to summative assessment when they have to choose the work that they want to submit as part of their CBA portfolio.

Blended Learning is an integral part of the Transition Year programme. Summative assessment, mainly project based, forms part of their end of module assessment in many subjects.

3.8 Assessment in the Event of Student Absence

It is recognised that the Junior Cycle programme presents a large number of assessment events. It is likely that on occasion, circumstances will result in student absences during these times. As per the requirements of the attendance Policy, students and parents/guardians should seek to minimise such occurrences. To allow for planning of exceptional medical, dental and other essential appointments, Coachford College shall provide dates of assessment events as they become available. Parents/guardians are encouraged to schedule essential appointments outside of school time where possible. Parents/guardians are advised not to schedule appointments during the times of assessment events. In the case where illness or exceptional circumstances precludes a student from engaging with an assessment event, the year head in conjunction with the subject teacher will offer an opportunity to complete the assessment in a timely manner as appropriate.

Coachford College is an inclusive school which in keeping with its Mission Statement, seeks to meet the needs of all its students. In the case where a student has a particular need identified by a

psychologist, or a medical condition identified by a doctor, the school shall endeavour to put arrangements in place to facilitate engagement with the relevant assessment.

4. Recording of Assessment Data

Assessment data is recorded as follows:

- a) Teachers record both formative and summative assessment
- b) Summative assessments such as house examinations, 'Pre' examinations and CBA reports are recorded on VShare.

5. Use of Assessment Data

Data collected through assessment utilised to:

- a) Support students, parents/guardians and teachers in identifying and supporting individual learning styles;
- b) Guide Resource and Learning Support;
- c) Identify students with particular needs;
- d) Enable learning support/resource teachers to devise a suitable programme of support;
- e) Develop Student Support Files by the Learning Support Team in conjunction with parents/guardians as per NCSE requirements;
- f) Apply for reasonable accommodations for the Junior and Leaving Certificate State Examinations where applicable.

6. Assessment Timeframes

Assessment takes place at Coachford College in the following timeframes:

- a) Summative assessment takes place on a planned and regular basis.
- b) Class tests at the discretion of the teacher.
- c) October Assessments are facilitated for First Year students in English, Gaeilge and Maths.
- d) House exams take place at Christmas for all year groups.
- e) Pre-examinations are held during Term 2 for 3rd and 6th year students.
- f) CBAs and ATs take place during the timeframes set out annually by the NCCA.

7. Feedback

Feedback is the central function of assessment. It typically involves a focus on the detailed content of what is being learned rather than simply a test score or other measurement of how far a student is falling short of the expected standard. As part of Coachford College's focus on assessment reporting as part of its School Self-Evaluation process, formative feedback is provided based on success criteria. Students are encouraged to use feedback to reflect and make improvements. Feedback is approached in a restorative manner, in keeping with the school's commitment to the development of Restorative Practice.

The best feedback is highly specific, directly revealing or highly descriptive of what actually resulted, clear to the performer and available or offered in terms of specific targets. (Wiggins, Grant, Educative Assessment, 1998)

7.1 Principles of good feedback

7.1.1 Effective feedback

- a) Clarifies what good performance is (success criteria, expected standards);
- b) Facilitates the development of self-assessment in learning;
- c) Provides high quality information to students about their learning;
- d) Encourages both teacher and student self-reflection;
- e) Encourages teacher and peer dialogue around learning;
- f) Motivates students and encourages growth and development'
- g) Provides opportunities to close the gap between current and desired performance, and
- h) Provides information to teachers that can be used to help shape teaching.

7.1.2 Comment-only feedback

- a) Teachers periodically engage in comment-only feedback: This includes:
 - What the student has done well;
 - The areas for improvement, and
 - How the improvement might be made, thus allowing both student and teacher to identify the next steps in learning.

8. Reporting

Reporting aims to support and underpin ongoing learning and assessment, and to be manageable, accessible and effective for the school, teacher, student and parent (Junior Cycle Framework, 2015). Coachford College's effective reporting procedures reflect the guiding principles of reporting, in keeping with the NCCA Reporting Guidelines (2018).

Coachford College aims to utilise an approach to reporting which contributes to the personal development of students, supporting learning and teaching while being manageable and accessible for everyone involved. This broader approach to reporting will help avoid placing too early and too great an emphasis on examination preparation and performance.

8.1 Effective reporting

In building a process of effective reporting, Coachford College aims to ensure that the student learning and achievement is clear to all and that parents and guardians are actively engaged in the student's learning on an ongoing basis. Effective reporting will comprise of the following:

- Opportunities for student feedback to reflect on their learning;
- Uses the language of learning to provide effective feedback;
- Encourages authentic engagement with parents;
- Values the professional judgements of teachers;
- Is manageable and does not take away from learning and teaching;
- Clearly communicates students' progress in learning;

- Provides information on a broad range of achievement
- Is sensitive to the self-esteem and general wellbeing of students and take an inclusive approach (NCCA, 2018).

8.2 Methods of Reporting

A variety of means are used to report student progress:

- Reports containing results of the end of term/ House exams are sent home using the school's reporting template
- Academic progress reports are made available twice yearly via VShare in order to keep parents and guardians regularly informed about their child's learning and wellbeing
- Direct Contact. Teachers contact parents/guardians directly with respect to the outcome of any assessment as deemed necessary.
- Signature of Parent/Guardian on Assessment. Teachers occasionally send a corrected assessment home with the student to be viewed and signed by the parent/guardian.
- Parent-Teacher Meetings. Teachers communicate details of students' progress, academically and socially.
- Student Journal. Teachers may communicate outcomes of an assessment and/or other aspects of students' progress to parents/guardians by writing a note in the student's journal. The parent/guardian is expected to acknowledge receipt of this note by countersigning it.
- Formal reporting on the progress and achievements of students in Junior Cycle is reported through the Junior Cycle Profile of Achievement which issues from the school within the required timeframe following the examination. The JCPA reports student achievement across a range of areas of learning in Junior Cycle, to include
 - SEC Final Examinations inclusive of the Assessment Tasks;
 - Classroom-Based Assessments;
 - The area of Wellbeing, and
 - Other Areas of Learning.

8.2.1 Ongoing reporting on student progress can take a variety of forms at Coachford College:

- Informal oral and written feedback;
- Feedback on areas such as punctuality, appropriate behaviour and attendance;
- Communication in Student Journal;
- Parent Teacher Meetings;
- Discussions with tutor, Year Head Special Educational Needs and/or Student Support Teams;
- Student learning logs, diaries, reflections;
- End of unit assessments in subject areas either formative or summative;
- End of term/year reports;
- Communication and engagement with parents/guardians via telephone;
- VShare reports;
- Feedback in relation to the student engagement in the school's Wellbeing Programme;
- Student participation and achievement in extra-curricular activities – Other Areas of Learning
- Classroom-Based-Assessment reports.

8.2.2 Reporting on learning at Junior Cycle (Junior Cycle Profile of Achievement)

When the students receive their JCPA, their final grades consist of the following language:

- Distinction $\geq 90 - 100$
- Higher Merit $\geq 75 - < 90$
- Merit $\geq 55 - < 75$
- Achieved $\geq 40 - < 55$
- Partially Achieved $\geq 20 - < 40$
- Not Graded $\geq 0 - < 20$.

Students are also afforded the opportunity via the “Other Areas of Learning” to report on their achievements in co-curricular, extra-curricular activities, as well as on other specific learning opportunities which do not form part of subjects or short courses. OALs record student achievement, involvement and participation across a broad range of areas of learning through in-school activities during their Junior Cycle. OALs are reported on by the students themselves allowing them to reflect on what skills they have developed over the three years of Junior Cycle.

8.2.3 Reporting on Leaving Certificate examinations

The outcome of Leaving Certificate examinations is reported by the State Examinations Commission as follows:

Leaving Certificate Grading System			
Grade	% Marks	CAO Points HL	CAO Points OL
H1/O1	90-100	100	56
H2/O2	80-89	88	46
H3/O3	70-79	77	37
H4/O4	60-69	66	28
H5/O5	50-59	56	20
H6/O6	40-49	46	12
H7/O7	30-39	37	0
H8/O8	<30	0	0

Notes:

1. If a student takes Higher level Maths and gets a H6 or more, their Maths score will include an extra 25 bonus points.
2. The student adds up their six highest scoring subjects to get their final CAO Points.
3. The bonus points in Maths can only be counted if the total for maths (points + bonus points) is one of the six highest subjects used to calculate the total (which it usually is, but not always).
4. If a student is taking the LCVP, they should use the following table to find the points awarded from the grade achieved:

LCVP Grade	% Marks	CAO Points
Distinction	80-100	66 points
Merit	65-79	46 points
Pass	50-64	28 points
Unsuccessful	<50	0 points

8.3 Academic Tracking

Academic Tracking is to provide evidence –based assessment of students’ progress. The Co-ordinator of Academic Tracking, along with the Co-ordinator of Attendance, subject teachers, tutors and Year Heads collaborate to monitor students’ engagement levels in relation to attendance, classwork and academic progress.

Concerns regarding student engagement levels are reported to the Student Support Team and a support plan is put in place in order to improve the student’s engagement levels.

8.4 Features of school reports

School reports should contain a grade, mark or descriptor level and formative constructive comments using the language of learning. All subjects are reported upon by individual subject teachers. Comments should provide support to students and parents/guardians as to how students may improve their learning.

9. Roles and Responsibilities**9.1 Students**

It is the responsibility of Students to:

- a) Ensure punctuality and full attendance;
- b) Be aware of key assessment dates;
- c) Make their best effort at all times to reach their potential;
- d) Complete all work assigned by their teachers in the time designated;
- e) Learn and revise course content on an ongoing basis, and follow the guidance set out in the Homework Policy, and in No. 10 below;
- f) Follow the advice and guidance of teachers as to how best achieve their potential;

- g) Ask for help as appropriate;
- h) Support each other's learning.

9.2 Subject Teachers

It is the responsibility of subject teachers to:

- a) Monitor and formatively assess students' learning on an ongoing basis;
- b) Collaborate with other teachers in the department to co-ordinate assessment where appropriate;
- c) Set and mark assessments;
- d) Providing clear feedback to students in relation to how they can improve their performance;
- e) Report to students, their parents/guardians, Year Heads, SEN department, Student Support Team and the Senior Leadership Team as appropriate;
- f) Collaborate with other teachers in the department to co-ordinate assessment where appropriate, and
- g) Ensure that all data is used and stored in accordance with the school's Data Protection Policy and GDPR, and stored in accordance with CTB's Data Retention Schedule.

9.3 Subject Co-ordinators

It is the responsibility of Subject Co-ordinators to:

- a) Co-ordinate the review of departmental procedures used for assessment throughout the year, and
- b) Ensure that all data is used and stored in accordance with the school's Data Protection Policy and GDPR, and CTB's Data Retention Schedule.

9.4 Year Heads

It is the responsibility of Year Heads to:

- a) Liaise with subject teachers, students, parents/guardians and school management on matters relating to reporting;
- b) Review, in consultation with subject teachers, the content of reports, monitor progress and underachievement;
- c) Engage in the Co-ordinator of Academic Tracking to monitor students' progress;
- d) Take the relevant action based on findings, include parents/guardians and students in target setting and to provide the necessary supports, and
- e) Ensure that all data is used and stored in accordance with the school's Data Protection Policy and GDPR, and CTB's Data Retention Schedule.

9.5 Guidance Department

It is the responsibility of the Guidance Department to:

- a) Administer and collate the results of relevant Career Guidance Assessments;
- b) Administer and collate the results of Administering Differential Aptitude Tests (DATS);
- c) Work in collaboration with the Co-ordinator of Academic Tracking to ensure that the data retrieved informs planning of teaching and learning and is reported appropriately, and

d) Ensure that all data is used and stored in accordance with the school's Data Protection Policy and GDPR, and CTB's Data Retention Schedule.

9.6 SEN Department

It is the responsibility of the SEN Department to:

- a) Organise the assessment of needs of the incoming 1st Year students;
- b) Organise CAT4 tests and follow-up assessments as necessary;
- c) Liaise with the Guidance Department to organise the CAT4 tests for particular Year Groups;
- d) Identify students with particular needs;
- e) Test SEN students and liaising with external agencies;
- f) Identify students suited to the variety of programmes available in the school;
- g) Implement programmes with SEN students and monitoring and assessing their progress as per their individual targets;
- h) Liaise with and assist the Senior Leadership Team in the structuring and allocation of educational provision;
- i) Assist and guide learning support/resource teachers to devise a suitable programme of support;
- j) Guide and support the classroom teacher through the setting of individual targets for SEN students;
- k) Develop Student Support Files in consultation with parents/guardians and the SLT;
- l) Apply for reasonable accommodations for the Junior and Leaving Certificate State Examinations, and
- m) Ensure that all data is used and stored in accordance with the school's Data Protection Policy and GDPR, and CTB's Data Retention Schedule.

9.7 Co-ordinator of Academic Tracking

It is the responsibility of the Co-ordinator of Academic Tracking to:

- a) Monitor and analyse student learning from the point of entry using 6th class data to the completion of Leaving Certificate;
- b) Liaise with students, parents/guardians, class teachers, tutors, Year Heads, SST, SEN Department, Principal and Deputy Principals to highlight, monitor, evaluate and thus improve academic achievement through supporting students, parents/guardians through early intervention, etc.;
- c) Set attendance targets for individual students and for the school at large through the use of measured targets as set out in Looking at our Schools 2016-2020;
- d) Monitor, evaluate and review data, collaborate with students, parents/guardians, the SST, SEN Department, Year Heads Co-ordinators of Attendance and Teaching and Learning, in the promotion of the key link between attendance, wellbeing and academic outcomes.

9.8 Co-ordinator of Teaching and Learning

It is the responsibility of the Co-ordinator of Teaching and Learning to:

- a) Co-ordinate teaching and learning programmes to enhance the quality of teaching and learning, assessment and reporting;
- b) Co-ordinate, monitor and evaluate collaborative approaches to learning;
- c) Co-ordinate the school's SSE process and SIP through collaboration with all school

parties and through the school's SSE steering group;

- d) Promote blended learning to enhance assessment;
- e) Monitor, review and evaluate the school's assessment and reporting procedures in embedding the NCCA's Reporting Guidelines 2018;
- f) Collaborate with the Junior Cycle Co-ordinator in the enhancement of the learning experience at Junior Cycle through active learning and formative assessment;
- g) Work in conjunction with the school's Wellbeing Team and all school partners in the development of the school's Wellbeing programme through meaningful assessment and reporting, and
- h) Ensure that all data is used and stored in accordance with the school's Data Protection Policy and GDPR, and CTB's Data Retention Schedule.

9.7 Principal and Deputy Principals

It is the responsibility of the Principal and Deputy Principals to:

- a) Oversee all assessment and reporting practices at the school;
- b) Support teachers and students in the smooth and effective running of assessment and reporting procedures;
- c) Facilitate opportunities for professional dialogue by teachers to discuss assessment and reporting;
- d) Analyse and evaluate assessment results and discuss implications and plans for development with relevant parties;
- e) Support, monitor and evaluate assessment and reporting within the school as a whole, and
- f) Ensure that all data is used and stored in accordance with the school's Data Protection Policy and GDPR, and CTB's Data Retention Schedule.

9.8 Parents and Guardians

It is the responsibility of Parents and Guardians to:

- a) Encourage punctuality and full attendance;
- b) Ensure familiarity with key dates relating to assessment;
- c) Engage in active and positive communication with teachers when necessary and appropriate;
- d) Support teachers in their work to help students achieve their full potential;
- e) Be actively involved in their child's learning;
- f) Ensure that their child completes all work assigned in the time designated, and
- g) Monitor their child's Google Classroom, Journal, homework and general progress.

9.9. Examination Aide

It is the responsibility of the Examinations Aide to

- a) Liaise with the SEC to ensure readiness for and the smooth running of the state examinations at the school;
- b) Fulfil the requirements of the 'Examination Aide' as set out by the SEC, and
- c) Ensure that all data is used and stored in accordance with SEC requirements, the school's Data Protection Policy and GDPR, and CTB's Data Retention Schedule.

10. Homework

Homework forms an essential part of each student's education. It plays a vital role in helping to reinforce and apply what was learned in class, and it informs assessment of learning.

Great emphasis is placed at Coachford College on setting purposeful, well planned homework, which is designed to assist each student in reaching his/her full potential. The school has a dedicated Homework Policy which is informed by the school's Mission Statement. The school's Homework Policy sets out details of the following:

1. The types of homework which may be assigned;
2. The conditions under which homework should be completed;
3. The times which are required to be spent on homework daily in order to achieve reasonable standards in Junior and Leaving Certificate examinations, with corresponding advice for students in other year groups, and
4. The important role that each student's school journal plays in helping students organise themselves for learning.

Recommended time allocation for Homework:

Year	Hours per school day on homework and revision
First Year	1-2 hours*
Second Year	2-2.5 hours*
Third Year	2-3 hours*
Transition Year	1.5 hours*
Fifth Year	2-3 hours*
Leaving Certificate	3-4 hours*

*reaching the higher figure in the second half of the school year.

This Policy was ratified by the Board of Management of Coachford College on May 25th 2022, having been signed by the Chairperson of the Board of Management and the Principal.

It shall be made available to all members of the school community, and posted on the school's website.

The policy will be reviewed on an annual basis, and/or as deemed necessary.

Niamh Lehane

Chairperson of the Board of Management

Date:

25/05/2022

Áine-Máire Ní Fhaoláin

Principal

Date:

25/05/2022